

# Designing Me

## Theme and Level

**Theme:** Know Myself, Set Goals

**Level:** Getting Started, Looking Deeper

## At a Glance

Students complete statements about themselves, which they use in conjunction with a chosen media to create depictions of themselves. They also identify some short-term goals from these depictions.

**Time:** 100 minutes (across two days).

## Essential Questions

- Who am I becoming?
- What goals will help me become who I want to be?

## Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Print *Designing Me Worksheet*, one per student
- Obtain a pattern, blueprint, or schematic with visuals showing stages of construction
- *Optional:* Prepare or obtain samples of designs to use instead of Slide 5
- *Optional:* Gather materials for working on the designs in class (paper, magazines for cutting, markers, glue, paste, scissors, etc.)

## Steps

### Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is to help students become more aware of and then portray artistically who they are becoming.
2. Show PPT Slide 2. Introduce students to the activity by explaining that each individual is unique. Lead a discussion about the fact that each person develops a singular approach to life.
3. Show PPT Slide 3. Distribute the *Designing Me Worksheets*, explaining how to complete them. Tell students to complete the worksheet alone, and not to ask other students for input. This worksheet is meant to be private; no one except the teacher will see the results. Advise students to focus on non-physical aspects.
4. Allow time for students to complete the worksheets.
5. Show PPT Slide 4. Inform students that they will use the information from the *Designing Me Worksheets* to create a depiction of themselves in the past, present, and future.
6. Tell them that they will be asked to explain their project.
7. Give them any guidelines for media that you have decided upon.
8. Show PPT Slide 5. Discuss this sample design.
9. Lead a discussion about how a design or plan becomes a reality.
10. Display a pattern, blueprint, or schematic and follow it, with visuals, through progressive stages of construction until the end product is seen. Note students' comments about this process on the board.
11. Tell students the due date for the assignment.
12. Plan to collect these designs on the due date and display them during the following week.
13. Advise students that they should come prepared to make a three to five minute presentation on their designs.

### Day 2

1. Display students' projects without names. Ask the class to view them and consider which belongs to whom.
2. Place a comments sheet below each design. Tell students to note any questions or respectful comments that they have on these sheets.
3. Ask students to make presentations and answer questions and address comments about their designs.
4. Explain to students that the way we "design" our lives to achieve what we want is to set goals for ourselves.
5. Show PPT Slide 6. Discuss the definition of a goal.
6. Ask students to select three aspects of their designs in which to set at least one short-term goal and identify the steps needed to achieve it.
7. Ask students to prepare a written explanation of their reasons for choosing these goals and their plans for reaching them.

## Variations and Accommodations

- Work one-on-one with any student needing special assistance or pair student with a helpful partner.

## Assessment

Use the *Designing Me Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What do you know about yourself - your characteristics, interests and preferences?** text box in Know Myself
- **Write the goal you set, whether personal, academic, or career,** in the appropriate text box in Set Goals

## Materials

Classroom with computer and overhead projector with CIS access

[Designing Me \(PPTX\)](#)

[Designing Me Worksheet \(PDF\)](#)

[Designing Me Worksheet \(DOCX\)](#)

[Designing Me Scoring Guide \(PDF\)](#)

[Designing Me Scoring Guide \(DOCX\)](#)

Pattern, blueprint, or schematic with visuals showing stages of construction

*Optional:* Samples of designs

*Optional:* Paper, magazines for cutting, markers, glue, paste, scissors

## Goals and Standards

*Common Core State Standards*

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text

#### ***National Career Development Guidelines***

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL CM2 Use a process of decision-making as one component of career development.

#### ***American School Counselor Association***

- Personal/Social Development, Career Development

***Bloom's Taxonomy:*** Analyzing, Evaluating, Creating

#### ***American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success***

##### Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

##### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Use Time-Management, Organizational and Study-Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals

##### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Work Independently

##### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary

## Credits and Citations

Several portrait study curriculum units were used to form this activity and could be used by the teacher to extend it.

- "What Presidential Portraits Reveal." *Edsitement*. United States National Endowment for the Humanities. Web. <http://edsitement.neh.gov/lesson-plan/what-presidential-portraits-reveal>
- "Visual Arts Lesson Plans." *TeAch-nology*. Teachology, Inc., n.d. Web. [http://www.teach-nology.com/teachers/lesson\\_plans/arts/visual/](http://www.teach-nology.com/teachers/lesson_plans/arts/visual/)